A COMPARATIVE STUDY OF SPIRITUAL INTELLIGENCE & META COGNITIVE AWARENESS OF B.Ed. STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Synopsis

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1.0 INTRODUCTION

Education aspires to bring all round development of child's personality that includes physical, intellectual & social attributes. According to Mahatma Gandhi, 'Education is the all- round development of one's body, mind & spirit'. However, our education system is heavily focused on bookish knowledge and much concerned with cognitive aspect only. The affective and psychomotor domains are ignored to a greater extent. Often, the result of such incomplete development produces disbalance in a person, who cannot deal effectively with student, individual or social life. In order to enhance the social development of adolescents, to prevent their rotten thoughts and maintain an environment of peace, hence, the spiritual intelligence is much needed at this time. Thus, the biggest challenge before the education system today is to be well equipped to deal with the individual & social conflicts peacefully by developing love, respect& brotherhood for themselves as well as for others.

In the most challenging era in the human history, the scientific community recognizes spirituality as a fundamental factor of human intelligence. Just as the backbone strengthens our body by integrating different parts of our body, similarly spiritual intelligence integrates our mindalso and gives us a sense of self-awareness, self-knowledge and consciousness. Through the metacognitive awareness, we can know the discreet thoughts in the mind of the students through a variety of hierarchical methods of actions. More specifically, higher order forms of self- observation, self- regulation through attentional, emotional and impulse control, problem solving,mental flexibility and adaptation could reveal true and internal identity. Spiritual intelligence is essential to be incorporated mainly into the academic system for the all-round development of the learner.

Technology of the 21st century have brought around a new crisis significantly materialism, expedient attitude, narrow minded-ness and lack of sense & understanding because of lack of spiritual interaction with students. Didactic processes should be restructured towards interactive spiritual communication and metacognitive strategies. We, the University teachers, as the noble leaders of the education, have a special responsibility towards learners to develop their interest in effective learning for their academic achievement through our profession.

Although the growth of interest in spiritual education can be achieved through a number offactors, the most influential ones include the spirituality, health & wellbeing and problem solving so that the

students can achieve valuable outcomes in real life. Emmons (2000) described five components for spiritual intelligence:

- The ability to utilize spiritual resources to solve problems.
- The ability to enter heightened state of consciousness.
- The ability to capitalize everyday activities and relationships with a sense of the sacred.
- The capacity for transcendence of the physical and material.
- The capacity to be virtuous.

Although a variety of models of spiritual intelligence, either applicative or non-applicative, has been described in the scientific literature, there appears to be little research on how to develop spiritual intelligence strategies. Since using spiritual intelligence in students is a new area of investigation in the field of metacognitive strategies in Higher Education. Metcalf (2015) described a selection of twenty-one spiritual intelligence skills for development.

Spiritual Intelligence and Metacognitive awareness draw on two modes of information processing 'explicit self-regulation system' and 'implicit self-regulation system'. In the spiritual domain, awareness is enhanced through internal experiences, self-reflection, silence, inner interconnectedness, values, meaning and purpose an individual creates for his or herself. Using both variable spiritual intelligence and metacognitive awareness enhances the learning process thoroughly in a problem-solving way for the academic achievement of the students.

1.1 SPIRITUAL (SPIRITUALITY):

Spiritual means concerned with thoughts and belief of our soul rather than just our body in the physical environment. Spirituality involves the recognition of a feelings or sense or belief that there is something greater than myself, something more to being human than sensory experience, and that the greater whole of which we are part is cosmic or divine in nature.

1.2 INTELLIGENCE:

Intelligence, mental quality that consists of the abilities to learn from experience, adapt to new situations, understand and handle abstract concepts, and use knowledge to manipulate one's environment.

1.3 SPIRITUAL INTELLIGENCE:

Spiritual knowledge is the knowledge about spirituality and Spiritual intelligence is the intelligence with which we access our deeper meaning, purpose and highest motivations. Spiritualintelligence could function as the guidelines in differentiating the good and the bad. Spiritual intelligence on the other hand is the ultimate intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our livesin a wide richer meaning giving context to the intelligence with which we can assess that one's course of action or one's life path is more meaningful than the others (Zohar and Marshall, 2001).

1.4 META COGNITIVE:

Metacognition is, thinking about one's thinking. It refers to the processes used to plan, monitor, and assess one's understanding and performance.

1.5 AWARENESS:

Awareness is a state of knowing and being informed of something.

1.6 META COGNITIVE AWARENESS:

Metacognitive knowledge (also called metacognitive awareness) is what individual know about themselves and others as cognitive processors. Metacognitive regulation is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

FLAWELL (1979) conceptualized metacognition as 'knowledge of cognitive about cognitive phenomena'. simply stated that metacognition is thinking about thinking.

Schraw and Mossman, 1995- Metacognition refers to one's ability to know and regulate cognitive processes.

1.7 MEANING OF META COGNITIVE AWARENESS:

Metacognition awareness: The term metacognition literally means 'above cognition', and is used to indicate cognition about cognition, or more informally, thinking about thinking.

Metacognition awareness means being aware of how you think. Metacognition is the awareness of one's thinking and the strategy one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differentlyin different situations. Metacognitive knowledge is about one's own cognitive processes and the understanding of how to

regulate those processes to maximize learning.

2.0 NEED OF THE STUDY:

Generally, we do not know what we are doing when we do it, but it is very hard to improvea process that we are engaged in if we do not have a sense of what we are doing at the moment. It is important to help students become aware of themselves as learners and to take control of their own activities. The vast majority of students spontaneously pick up metacognitive knowledge and skills to a certain extent from their parents, their peers and especially from their teachers. However, students show a considerable variation in their metacognitive ability. Learners often show an increase in self-confidence when they build metacognitive skills. Self- efficacy improves motivation as well as learning success.

Metacognitive awareness is able to explain every action or behavior that involves intentional or cognitive processes. The spiritual intelligence, metacognition is essential in order to recognize self-actualizing needs and goals as well as facilitate the regulation of personal effortstowards these goals. For instance, metacognition can contribute to the relaxation of unjustified defense mechanisms or to the employment of more adaptive defense styles. Reflection and awareness constitute fundamental metacognitive abilities that foster our intrinsic goals and develop a sense of meaning in life. Both metacognition and spiritual intelligence aim to actualize our potential in order to expand our self-consciousness, the awareness of our own existence including psychological elements such as self-perception, self-experience and self- control. Metacognition could help us to learn from our experiences, to get aware of our thoughts, to have a clear concept of our real identity, which is the utmost requirement of a reflective mind. A reflective mind enables an individual to regulate his or her emotions, to have empathy or compassion for others, to handle conflicts. Unhappiness and frustration are due to lack of self- awareness and unrealized spiritual potential. Metacognition meditation could create and reorganize neural pathways improving brain plasticity. Awareness, self-regulation and refocusing could develop our self-controlling skills including attention, stress management, impulse control. The role of mindfulness in developing self-awareness, self-regulation and self- transcendence through neuropsychological processes. It was found that perceptual, meta- cognitive, emotional and behavioral processes such as motivation, attentional and emotional regulation. Mindfulness constitutes

not only a training technique but also a metacognitive ability related to self-leadership, cognitive flexibility, cognitive inhibition, problem solving and most important the attentional control. The Spiritual Intelligence and Metacognition proved positive emotions, memory, association processes, sense of self, interaction, conscious reasoning, motivation as well as spiritual intelligence. Attention and memory play a fundamental role in spiritual development. Without memory and attention, we would be unable to monitor, control, and transform anything. Each level requires higher cognitive and metacognitive abilities that sculpt higher spiritual characteristics.

A fundamental need of an institution is to imbibe certain values and principles among students to shape up their personality according to the present need, but this is missing from our academic institutions. For the development of good personality of students, we have to provide meta cognitive awareness & spiritual intelligence, so that the students can enhance their self- concept and self-esteemness. Meta cognition and spiritual intelligence influence our life in mostof the areas like family, society and schools etc. that's why the education of spiritual intelligenceis becoming an important area of study. Adolescents suffer from stress & tension. It is a period of emotionality and stage of development of thoughts & ideas in their mind. During this period, theyfeel various negative feelings such as anger, grief, blame and fear etc. There are some emotions which are toxic to learning and some are helpful in improving learning. Education regarding spiritual would be beneficial to control negative emotions. Singh (2001) suggested that emotionscan be positive and negative because they react to specific condition or situations. Hence, the Education has to be provided carefully keeping in mind the chief issues i.e. spirituality. Due to the negligence of chief issues in today's schools, incidents such as shouting in the classroom, using abusive language, suicidal cases etc., do occur in our school/society. Hence, spiritual aspects should also be stressed for the complete development of an individual. Such a vision should enlighten and guide future educational reforms and policies in relation to content methods. Spiritual intelligence is observed to be essential for dealing with students in their learning environment, and to make proper decisions. Spiritual intelligence and meta cognition are therefore becoming an important area of study. Spiritual intelligence put our individual lives in large context. It provides meaning and purpose to life. With high spiritual intelligence students are able to understand the importance of human nature and are able to improve and modify their behavior. Inthis paper the point

is made that the potential for spiritual development is open to everyone, not forthose with a particular belief or faith. Education system do affect the behavior, thoughts and beliefs of students. An education system (curriculum planners and administrator) that inclusive of spiritual intelligence and meta cognition will help their students for meaningful and valuable lifethat's why the education system must be focused on spiritual intelligence and meta cognition. Forall age groups, metacognitive knowledge is crucial for efficient independent learning, because it fosters forethought and self-reflection. Good metacognitive thinkers are also good intentional learners. That is, they are able to direct their learning in the proper ways to build understanding. They know when to use strategies and how to use them. They are able to redirect the normal frustration that occurs when things are confusing or are not initially productive into further learning and research strategies. In this context the investigators got an interest in the area metacognitive awareness. From the reviews obtained also showed that Meta cognition improves the learning ability, retention and achievement. Investigators decided to check the level of metacognitive awareness of deemed and central university students. Investigators thought so because if the level of metacognitive awareness of university students were found out, then it would be helpful for the teachers to guide them in proper way by means of appropriate instructional teaching strategies and provide appropriate techniques to students so that their metacognitive skills may develop which will enhance learning of concepts in a better way.

3.0 EMERGENCE AND JUSTIFICATION OF THE STUDY:

Fisher (1998) pointed out that spiritually wellbeing people manifest a positive energy thathelps them to manage challenges, have a commitment to truth and are often a source of inspirationto others. (NCERT 2000) also suggested on assessment of spiritual intelligence. The most important aspect of education missing today is all round development of the students. By teachingemotional & spiritual skills we can gift students with self-acceptance, anger management abilityto make and keep friends, ability to resolve conflict, motivation to cooperate and power to express one peacefully and honesty. Thus, besides improving all aspects of the quality of education & ensuring excellence, the measurable learning outcomes are to be achieved by all, especially in literacy, numeracy & essential life skills. Many suicidal cases indicate academic performance is not only important but teaching of handling the metacognitive in care of persistence is also very important, for example like the capability to handle

day to day problems, the ability to make andkeep friends, the ability to remove conflict, and the power to express oneself peacefully and honestly.

Both metacognitive awareness and spiritual intelligence aim to actualize our potential in order to expand our self-consciousness the awareness of own existence including psychological elements such as self-perception, self-experience and self-control. What a metacognitive awareness and spiritual intelligence affect academic achievements of B.Ed. Students? How is itnecessary for the growth of the student of B.Ed. Students such as various researches as follows-

Srivastava (2016) tried 'To give the concept of Spiritual Intelligence with respect to psychological context'. It was a qualitative and philosophical based research. The researcher developed Spiritual Intelligence on the basis of educational psychology. Kaur (2017) examined 'the relationship between the adjustment and spiritual intelligence of adolescents. The normative survey method research was conducted on a sample of 300 students in various colleges of Ludhiana district, Panjab, India. Taur (2017) studied 'the Spiritual Intelligence of Post Graduate Students ranging age between 21 to 24 years. The sample size of 120 was selected randomly. There were two groups in the sample (60 Pali, Buddhism and Social Science Students and 60 High and Low Economic Status Students). Saranya and Sangeetha (2017) investigated 'the effect of a secondaryschool student's spiritual intelligence on his or her achievement in science subjects'. The purposeof the study was to examine the spiritual intelligence in relation to achievement in students of science. Deepika Jain, Gyanseh Kumar Tiwari and D. Awasthi 2017 'To study the nature of relationship among metacognition, academic outcome and academic and adjustment' the study shows metacognitive awareness affect academic achievement on B.Ed. teachers. All these study shows how spiritual intelligence and metacognitive awareness affect students' academic achievement on university level in positive and progressive way. Arum (2017) has claimed that awareness must be owned by students at every step of his thinking for improving metacognitionskills. The student will be aware of his thinking procedure and assess him or herself to the outcomes of his thought process so that it will reduce the mistake of a student to solve the problem..Purnomo and Nusantara (2017) have indicated that the concept of metacognition is an estimation of an individual's thinking, including metacognitive skills and metacognitive knowledge. Jayashree, (2017) studied 'Academic Achievement of Secondary School Students inRelation to Their

Social Status' The study was survey based. The sample of 800 was selected from secondary schools' students of Belgaum District Karnataka (India). self-made tool was used to analysis data. Descriptive statistics such as mean and t were used for data analysis. The findings of the study revealed social status of students had influence on the academic achievement. Upadhyay (2017) studied 'the academic achievement among senior secondary students in relation to study habits. Academic achievement was dependent variable and study habit was independent variable. It was a Descriptive survey research. Anjum Fatima shah 2018 'mediating effect of metacognitive insight on the relationship between adventures and decision-making styles. This study shows how metacognitive relate to the decision-making styles and taking any decision on academic achievement at work place and also students work. Aslam 2018 explored 'The spiritual intelligence of secondary students and its effect on their Academic achievement. Trisna (2018) have indicated that metacognition allows a student to be aware of the thinking process by regulating and rechecking the thinking process. Sometimes, there is a concept error on the information acquired by the student in the learning process. The information provided by the lecturer is not like the information that is thought by students. In this instance, metacognition shows the thinking stage of students for reflecting on the way of thinking and the outcomes of thinking. There is an important role of metacognition in the procedure of academic learning, specifically in understanding the concept. Aman Azeem (2018) studied 'Academic Anxiety and Academic Achievement among Secondary School Students' It was descriptive research. A standardized tool was used to collect the data. Alkiyumi and Mohammed 2019 examined 'The prediction role of spiritual intelligence in moral reasoning among 11th grade students study shows that spiritual intelligence help students' growth in university level. Theus and Muldner (2019) wrote a book on 'Informing the Utility of learning interventions: Investigating Factors Related to Students Academic Achievements in Classroom and Online' which came into existence on June 2019. It was later published in Universal Journal of Educational Research. The main purpose of this study was to investigate the factors related to academic achievement. As far as methodology is concerned it was quantitative in nature. Alghamadi (2020) have examined gender differences in self-regulated learning by identifying metacognition of students to several other self-regulated learning strategies, which include time management, elaboration and effort, rehearsal, and organization. In general, female

students report higher scores as compared to male students in different strategies of self-regulated learning, which include metacognition. Qiangqiang ma and fujunwang 2022 ‘Role of students spiritual intelligence in enhancing their Academic Engagement’ study conclude that spiritual intelligence can play a pivotal role in shaping and raising student’s academic engagement in the class.

Spiritual intelligence is a new term in the field of educational psychology. Only few studies have been conducted on spiritual intelligence with academic achievement and there was no research found on spiritual intelligence with academic achievement with reference to gender, and locality of school. Previous research highlighted the role of spiritual intelligence in life expectancy, self-regulation, moral reasoning, personality traits, organizational commitment, happiness, emotional intelligence, mental health, life satisfaction, achievement in science, religiosity, managerial effectiveness, quality of life, health, psychological context, adjustment. Researchers have just recently started to study spiritual intelligence, but the roles of spiritual intelligence in educational setting and academic achievement have not been properly discussed. Some researchers have reported the influence of metacognitive on academic achievement while others view that metacognitive training can enhance students' metacognition skills and believe that metacognition skills promote and correlate significantly with students' academic performance or achievement. Several studies have illustrated that students demonstrated high metacognitive awareness skills by reaching a high level of academic achievement, while students with poor metacognitive awareness skills have illustrated the lower level of academic success. Therefore, metacognition can be used as a strong predictor of academic level. Several studies have shown the positive impact of training on students with poor metacognitive strategies. Those students can benefit from training to improve their metacognitive and academic performance. Other studies have shown a negative or no relationship between metacognitive awareness and academic achievement. Therefore, studying these issues is very important at university level because it is very crucial time for students at this age for determining the purpose of life.

1. What is the level of S.I. of students’ study in deemed and central university?
2. Does S.I. plays any significant role in the achievement of student?
3. What is the level of metacognitive awareness of student’s study deemed university and central university?

4. Does metacognitive play any significant role in the achievement of students?
5. Does gender play any significant role in the S.I. and M.A. of students' studying in the deemedand central university?
6. Does socioeconomic play any significant role in the S.I. and M.A. of student's studying in deemed university?
7. Does area play any significant role in the S.I. and M.A. of student's studying in the deemedand central university?
8. Does spiritual intelligence help us understand the purpose of our existence and to see thingsas they really are?
9. How are S.I. and M.I. related to each other based on the socioeconomic?
10. What is the role of gender in the comparative study of deemed and central University students?

4.0 STATEMENT OF THE PROBLEM:

"A COMPARATIVE STUDY OF SPIRITUAL INTELLIGENCE AND METACOGNITIVE AWARENESS OF B.Ed. STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMRNT"

5.0 DEFINITION OF TERMS USED IN THE STUDY:

5.1 Spiritual Intelligence:

(S.I.) is the intelligence which we can access our deepest meaning & purpose of life & we can also access that one's course or one's life's path is more meaningful than others.

Zohar & Marshall (2000), "The spiritual intelligence with which we address and solve problems of meaning & value; the intelligence with which we can place our action and our lives in a wider,richer meaning, giving context; the intelligence with which we can assess that, one course or action or one life –path is more meaningful than other".

5.2 Metacognitive awareness:

Flavell defined metacognition as knowledge about cognition and control of cognition. Metacognition also involves thinking about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning. This concept needs to be explicitly taughtalong with content instruction.

International Handbook on Onnovation,2003- A system of knowledge about the basic manifestations

of intellectual activity in general and about one's own individual cognitive possibilities

Hacker, 2009 "Metacognition involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies.

5.3 Spiritual Intelligence:

Spiritual Intelligence is the expression of these innate spiritual qualities through your thoughts, attitudes and behaviors. Being spiritual means, the ego has dissolved, virtue has been restored to character and spiritual values connect your inner and outer worlds

5.4 Metacognitive awareness:

Metacognitive knowledge is about one's own cognitive processes and the understanding of howto regulate those processes to maximize learning.

6.0 OBJECTIVES OF THE STUDY:

- To study the level of Spiritual Intelligence of deemed university B.Ed. students.
- To study the level of Spiritual Intelligence of central university B. Ed. students.
- To study the level of metacognitive awareness of deemed university B.Ed. students.
- To study the level of metacognitive awareness of central university B.Ed. students.
- To compare the Spiritual Intelligence among the students of Deemed University and Central University B.Ed. students.
- To compare the metacognitive awareness among the students of Deemed and CentralUniversity B.Ed. Students.
- To compare the Spiritual Intelligence among the students of Deemed and Central University B.Ed. students in relation to their academic achievement.
- To compare the Metacognitive awareness among the students of Deemed and Central University B.Ed. students in relation to their academic achievement.

7.0 HYPOTHESIS OF THE STUDY:

1. There will be no significant difference in the Spiritual Intelligence among the Deemed University B.Ed. Students.
2. There will be no significant difference in the metacognitive awareness among the B.Ed. Students.

3. There will be no significant difference in the Spiritual Intelligence among the Central University B.Ed. Students.
4. There will be no significant difference in the metacognitive awareness among the Central University B.Ed. Students.
5. There will be no significant difference in the Spiritual Intelligence among the students of Deemed University and Central University B.Ed. students.
6. There will be no significant difference in the metacognitive awareness among the students of Deemed and Central University B.Ed. Students.
7. There will be no significant difference in the Spiritual Intelligence among the students of Deemed and Central University B.Ed. students in relation to their academic achievement.
8. There will be no significant difference in the Metacognitive awareness among the students of Deemed and Central University B.Ed. students in relation to their academic achievement.

8.0 DELIMITATION OF THE STUDY:

The present study will be delimited to:

The study is delimited to Uttar Pradesh.

The urban areas of U.P. was included in the study.The rural area of U.P. included in the study.

The study was conducted on students of B.Ed. Deemed and Central university.

9.0 METHODOLOGY:

It is the process used to collect information and data for the purpose of making decision. The publication research interview, survey and other research techniques and could include both presentand historical information.

9.1 VARIABLES OF THE STUDY:

Following variables will be treated as independent, dependent as per their role in the present studyand given as under:

Independent Variables: The independent variable of the study is Deemed University, Central University and Academic achievement

Dependent Variables: The dependent variable of the study is metacognitive awareness and Spiritual Intelligence.

9.2 RESEARCH METHOD OF THE STUDY:

APPROACH OF RESEARCH: Quantitative, Descriptive research will be used.

According to LANDSMAN, descriptive research is thus a type of research that is primarily concerned with describing the nature or condition and degree in the detail of present situation Keeping the nature of the problem in mind, the researcher will follow descriptive survey method ofresearch in the present investigation.

9.3 DESIGN OF THE STUDY:

The design of the study as follows:

9.4 METHOD:

Descriptive sampling will be used as it was concerned with the present situation and as it attemptedto determine the status of the phenomena under investigation. The study will be quantitative and qualitative, having exploratory essence in itself.

10.0 POPULATION AND SAMPLING:

10.1 POPULATION

All B.Ed. students studying in Deemed University of Agra and Central university of Lucknow, Agra, Varanasi, Prayagraj of Uttar Pradesh.

10.2 SAMPLE

In the present study sample will be 300 students from Deemed University and 300 students from central University will be selected through stratified random method of sampling from the B.Ed.level students and university will be selected through purposive method of sampling. The procedure of sample selection will be as follows:

Target Population- Level (Deemed and Central University)

Selection of University - Purposive and Random Method

1.Deemed University

2.Central University

Selection of Sample Unit- 300 Students from Deemed University & 300 students from Central University by random sample method.

Descriptive sampling will be used as it was concerned with the present situation and as it attemptedto

determine the status of the phenomena under investigation.

All B.Ed. Students studying in Deemed University of Agra and Central University of Lucknow, Agra, Varanasi, Prayagraj of Uttar Pradesh.

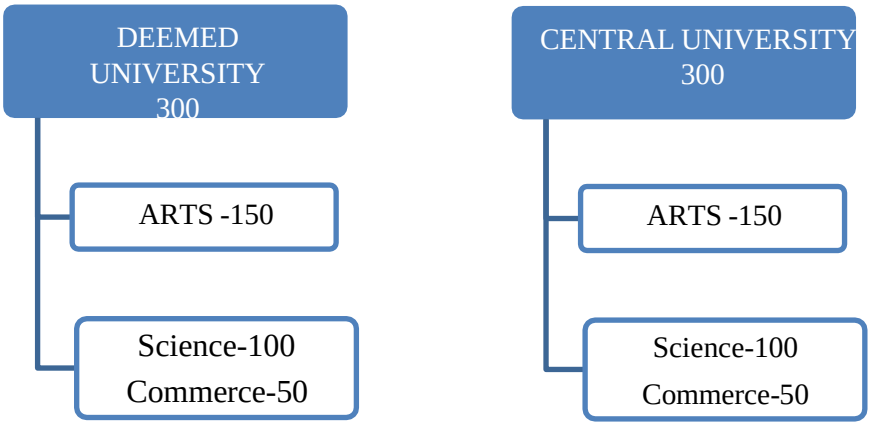

Figure - 1 Sample in Streams

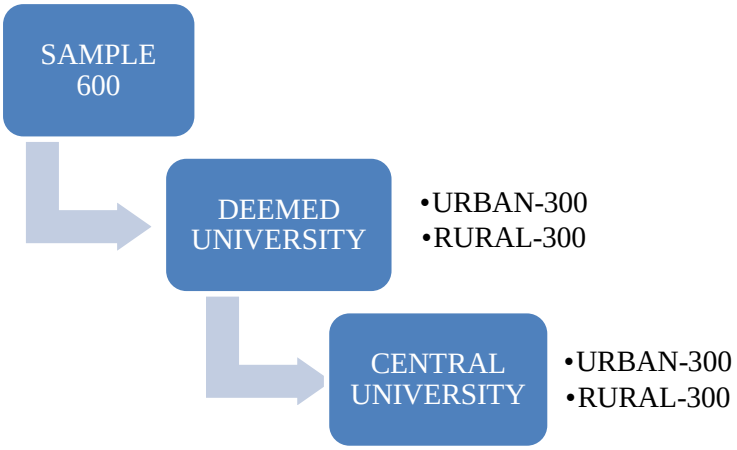

Figure - 2 Sample in Area

Table - 1 Sample Selection

S.N.	Gender	Deemed University	Central University	
1.	Male	150	150	300
2.	Female	150	150	300
	Total	300	300	600

11.0 TOOLS OF THE STUDY:

To investigate such study regarding spiritual intelligence and metacognitive awareness followingtools will be used:

1. Spiritual intelligence scale by Santosh Dhar and Upinder Dhar (2010) is a 5- point Likertscale

which measures 15 factors viz. Conviction, Self-Actualization Self -efficiency Inner Harmony, forgiveness, Achievement orientation, Self -Actualization, Self- Realization, Humane, Just, Generous, Ethical, Privy, Compatible, Altruism and Optimism which are further subjected to six dimensions of spiritual intelligence viz. Benevolence, Modesty, Conviction, compassion, Magnanimityand optimism

2. Metacognitive awareness inventory prepared and standardized by Sindhu P.G (2011). It consists of thirty items following 5-point scale. The scale was standardized with reliability coefficient 0.742 which shows high reliability. Reliability is ensured using test-retest method. Validity is ensured as content validity
3. Metacognitive Insight: Metacognition is "thinking about one's own thinking". Metacognitive insight does not depend on the trial-and-error kind of thinking process, but suddenly catch up the correct and the best method using thinking about one's own thinking
4. Metacognitive Awareness Inventory (MAI): A standardized instrument Metacognitive Awareness Inventory (MAI) designed by Schraw & Dennison (1994) was used in the study to assess the metacognitive awareness of the participants.
5. Academic Achievement tool-self-made tool.

12.0 STATISTICAL TECHNIQUES:

There will be used appropriate descriptive & inferential statistical techniques in the present study. Following statistical techniques will be used for the study.

Descriptive statistics- Mean, Standard deviationInferential statistics-

t-Test will be used to compare to see the significance of difference between the meanTwo-Way Anova

Three-way Anova

13.0 SIGNIFICANCE OF THE STUDY:

Today our need has been grown to the endless limit which leads to curiosity. This thing makes us lose peace and we get to seek happiness through materialistic things. But this is our doubt because real happiness cannot be attained by the worldly things. Thus, Spiritual intelligence & metacognitive awareness can play a major role to overcome their problems related to spiritual intelligence and metacognitive awareness and can make students to improve mental balance and help them to

understand the meaning & value of life. Spiritual intelligence & metacognitive awareness can play a major role in managing social adjustments. S.I. can help adolescents to look within to know, to understand and the nature of the self and its requirement. They also enhance theirtotal outlook. It makes students feel positive and careful. Positive thinking makes one physicallyand mentally better equipped to manage mental balance.

For the proper development of an individual as well as nation, it is necessary to give properdirection, which can be given by schools & parents also. But schools are more important than parents as they can provide more opportunities for the development of spiritual intelligence & metacognitive awareness. So, the researcher is of the view that if the study would be positive, thiswould help the parents, society as well as good for the development of the nation also. The study would be helpful for curriculum planners, what curriculum & which activities should be providedto the students. So, the students can develop their Spiritual intelligence & metacognitive awareness.

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